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ABSTRACT

ESTI, 2018 : An Analysis on Students' Difficulties in Reading Comprehension on Narrative Text At SMPN 3 Mappedeceng (Masamba). A thesis of English Department of Tarbiyah and Teacher Training Faculty for State College of Islamic Institut (IAIN) Palopo. Supervised by:

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Key words: Reading comprehension, Narrative text, story.

This thesis focuses on Analysis of Students' Difficulties in Reading Comprehension on Narrative Text at SMPN 3 Mappedeceng. The problem statement of this research is: what is the students' difficulties on narrative text, The objective of the research was: To find out the Students' difficulties in reading comprehension on narrative text.

The researcher applied Quantitative Descriptive Method. The number of population in this research was SMPN 3 Mappedeceng. The researcher used *purposive sampling* Technique, and took 29 students as sample. The researcher collected data through reading test.

The result of data analysis based on the students' reading test showed that, there are 4 students (14%) got poor score, and 24 students (86%) got very poor score. The researcher concludes that most of the students have difficulties in understanding reading text so that the students difficulties in answering the question. And the test also proved from the students mean score is 22 or very poor achievement in reading story.

Based on the questionnaire there are two difficulties faced by the students, namely students were hard to understood English text and students cannot conclude the text.

CHAPTER I

INTRODUCTION

A. Background

English is an adult course for learners of English as second or foreign language. Each of the six basic texts consists of twenty-four lessons. These 144 lessons take the learner from the very beginning to a knowledge and control of a great many of the most essential structures of language¹.

In English, there are four skills that should be mastered. They are listening, speaking, reading, and writing. Reading is one of the important skills that should be mastered by the students. It would be needed to get information, message from the text and we can say that reading is the eye of the world. If a student has a strong desire or high motivation and skill in reading the text, it would be easy

Reading is one of the language skills, but is not simply looking at the reader, not only must see and identify the words in front of him, but also comprehend the ideas, gain new words, study how the words are used, how to implement the grammatical rules, and gaining the knowledge or information in reading comprehension, the message to imposed in the written form is the most important element that the students must recognize, because the primary purposes of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they

¹Willard D. *Sheeller.welcome to English*, (English language service; inc, 1977)p.1

want to know from the reading material. However the problem is how to make the comprehension.

Nowdays English has a very important role because it is particularly used in almost all of the countries as a native and international language. Based on the fact above, it becomes one foreign language, which has to be mastered by all people in the world. So English has to be taught in all levels of education. The widespread need for English as a second or foreign language need a considerable pressure on the educational resources of many countries.

Reading is so important in our daily lives and also we can know what we do not know, Allah said in the holy Qur'an surah Al-'Alaq 1-5

1. Read! In the name of your Lord, Who has created (all that exists),
2. He created man from a clot (a piece of thick coagulated blood).
3. Read! And your Lord is the most generous,
4. Who has taught (the writing) by the pen
5. Has taught man that which he knew not.²

Verses at once indicates that Islam emphasizes the importance of reading in human life. Reading is something which people look at the text and assign to the written symbols in that text; in other words, Aebersold and Field assume that

²Kementrian Agama RI Direktorat Jenderal Bimbingan Masyarakat Islam Direktorat urusan Agama Islam dan Pembinaan Syariah (Jakarta: PT Sinerga Pustaka Indonesia, 2012),p. 904

reading activity is people's activity to read a text, there is interaction between the reader and the text when people read that text.³

It can be concluded that reading is a process of reacting and understanding a written text as a piece of communication. Reading does not necessarily need to look everything in a given piece of text. It is important to comprehend genre in order to catch the information and message in written text. Text comprehension is related to reading skill, as reading is one of the important skills in order to communicate using English to fulfill daily needs such as reading newspaper, instruction, rule, book, advertisement, magazine etc. Reading is not activity to read aloud but to comprehend the message and information and the text. Reading is very important to be given as a skill in English lesson.

Based on the writer observation in SMPN 3 Mappedeceng many students are poor in reading skill. Many of them had difficulties when they comprehending text. The students get difficulties to answer the question related to the text. Besides that, they get difficulties to identify the main idea, understand the details and the complexity with difficulties students become when comprehending the become when teachers teaching reading.

Research about analyzing students' text is very important to do because by knowing the students' difficulties, it can lead the teacher to solve the students' problem.⁴

³Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher* (New York: Cambridge University Press, 2011), p. 15

⁴Emi Emilia, *Menulis Thesis dan Desertasi* (Bandung: Alfabeta, 2012), p. 201

From some description above, the writer is interested to carry out a research dealing with topic related to problem. The writer is curious to know the students' difficulties in reading comprehension, especially in narrative text. This is idea encourage Based on description, the writer decided to the research with the title:

“ AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING COMPREHENSION ON NARRATIVE TEXT.

B. Problem Statement

Related to the background the researcher formulated the research statement as the following;

What are the students' difficulties in reading comprehension on narrative text at SMPN 3 Mappedeceng?

C. Objective of the Research

To find out the students' difficulties in reading comprehension on narrative text at SMPN 3 Mappedeceng

D. Significance of the Reserach

The reseracher expected that the findings of the research will be significant for:

1. The students: as source of information to solve their problem and improve their reading competence
2. The teacher: as reference to improve reading, teaching and learning process and choose the most appropriate teaching method based on his students problem.

3. The researcher: as additional information and knowledge of experience in education, especially in teaching reading for a better future English teacher.

E. Scope of the Research

The scope of the research focuses on students' difficulties in reading comprehension on narrative text and focuses on the second grade students at SMPN 3 Mappedeceng, and the test in this research is story test that consist of 10 item. Besides, the style of the text is multiple choice.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

In this research, the researcher find some researcher related that make the researcher eager to hold the research, as follow:

1. Farida Middin, Difficulties of Students in Finding Main Idea and Supporting Detail Text in Reading Comprehension of Second Year Students of English Department in STAIN Palopo.⁵ In this study is talking about the difficulties which are faced by students in finding main idea and supporting idea. In its explanation there are some ways that are unfolded by the researcher to recognizing the main and the supporting idea. One of ways which is relevant in this research is the use of right model in the process of teaching reading.

2. Rachma Idriani. Some Difficulties Faced by the Second Year Students of SMA Negeri 4 Palopo in Reading English text.⁶ It unfold some difficulties of students in understanding an English text. One of the difficulties is caused by the use of media which is not relevant with the student's need and their ability. From here we can know the the use of media is very important in the successful of readng comprehension. Therefore, teachers have to know that the implementation of model must be relevant with the students' need and their ability.

⁵Farida Middin, *The Difficulties of Students in Finding Main Idea and Supporting Detail Text in Reading Comprehension of Second Year students of English Department in STAIN Palopo*. (Palopo 2007), p. 1

⁶Racma Indriani *Some Difficulties Faced by the Second Year Students of SMA Negeri 4 Palopo in Reading English Text*. (palopo 2008)

Based on previous researcher above, Farida Middin wants to know the difficulties students in finding main idea and supporting detail text in reading comprehension of second students of English department in STAIN Palopo. Rachma Indriani use media to know the difficulties faced by the students. In this research, the researcher wants to know the difficulties students in reading comprehension on narrative text.

B. The Concept of Reading

a. Definition of Reading

Poulson and Wallace (2004) define reading as an interpreting which means reacting to a written text as a piece of communication. Through keeping an open mind and retaining a conditional willingness to be convinced a critical reader is able to distinguish fact from opinion, recognize intent, attitude and tone, and draw inferences.⁷

Reading is an exercise dominated by the eyes and the brain. The eyes receive the message and the brain then has to work out the significance of this message.⁸

In oxford learner's pocked Dictionary explain that reading is a act of reading something and way in which something is understood.⁹

⁷Paulson and Wallace.2004. *learning to read critically in teaching and learning.Designing and writing about research: develoving a critical frame of mind*. London: sage publication.

⁸Jeremi Harmer, *Longmand Handbooks for language teachers the practice of English language teaching (new edition, Malaysia: Longman, 2000),p.190*

⁹Martin H. Manser, *Oxford learners pocked dictionary (oxford university press. New York. 2005),p.357*

Reading is the some habitual process for most people. They star at the beginning with the first word and plug along to the end.¹⁰

Reading is one of four skills in learning language including English. In general, reading English text is not very different from any language even thought it has its own characteristic? As many languages, reading text needs special and certain skills. In order to understanding language text especially the sentence exposition there are at least four suggestions to do. First, read all paragraph or whole text. Second, list and verify main ideas of the text. Third, classify the essential main ideas and fourth make conclusion witch cover all important from the text.¹¹

Having explained about previous related research finding of researcher the researcher giving state that there are some way to improving reading comprehension, also motivate the researcher to do researcher use cooperative learning.

However reading is a way in which something interpreted or understood. Reading, it does not mean that reading only understands the words or the grammar it is not just translating. Reading is thinking, in order to read well in English, you must think in English.

¹⁰Rick ostrov's, *power reading (third edition, education press:www.education press.com, 2003)p.24 pdf*

¹¹Collins Cobulld, series English *Teaching reading comprehension*. Usage fulhaam: the collins colbuil.(1995), online <http://www.edu/.chapier.html> collin.accesed on 10 February 2013.

Vocca and Offer the following pictorial definition of reading; reading is process of retrieving comprehending some form of stored information or ideas. These ideas are usually same sort of representation of language, such as symbols to be examined by sight or by touch. According to Gerry Abbott, all, reading is a silent and individual activity since the writer expectation was that text would be read, not heard. There are indene's some written text which is meant to be read around and listened to, such as news bulletins on television and radio.¹²

1) Perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that result is called reading comprehension.

2) Saying a written text aloud (oral reading). This can be done with or without an understanding of the contents.

Reading is an important skill in learning besides listening, writing and speaking skill. Basically, reading deals with ability of people in articulating a written text, and understanding meaning that is conveyed in it. Because the teacher will catch the idea through adjustment of his/her language and thought. Reading does not simply spell word in a sentence. Moreover, reader is able to comprehend the whole ideas conveyed by the through written text. He/she also associates of sentences connected in each paragraph. Reading is not easy to since the reader does not know how to read effectively. Read who knows many

¹²Vocca,R.T and Vocca J.I(1996) *content area reading Sthn edition*. New York: Harper collins, at online <http://www.edu/are/chapter.html>.accessed on 18 February 2013.

vocabularies certainly will facilitate him or her to comprehend and interpret the author's idea.¹³

b. Kinds of Reading

a. Idea reading

Idea reading extends to use of skimming technique beyond the learning into the content paragraphs. It involves more comprehensive coverage of total word content, but in a highly selective fashion it is essential and many types of business and professional reading as well as a technique of rapid reading in which the eyes move rapidly. Idea reading means making quick decisions as to the relative importance of different sentence and paragraph as you read. It means quick recognition of the author's clue and rapid associates with you already understand that relate this material.

b. Exploratory reading

Exploratory reading or general contents reading involves more details than the one type mentioned before. This type of approach is appropriate for longer history language in books, for descriptive literature, and for high motion. It may be used for similar reading in which you wish to pick up a better understanding of some new ideas.

c. Study Reading

Study reading is a type in which you must get maximum understanding of the main ideas and their relationships. This is the type you must apply to the

¹³ Nurdiana, "*improving students reading skill through fair work at the second years students of smp negeri 1 masamba*". (Thesis STAIN Palopo 2011),p.6

textbook. In this type, class are important and preliminary scanning may be quite helpful. The actual reading process itself may be quite rapid but greater skills be developed in thinking and organizing the idea for long term relation.

d. Critical Reading

A more sophisticated form of predicting is reading critically, or reading “between the lines” by looking for the meaning behind the author’s words. This involves strategies such as looking for inferences, implication, and tone of voice.

Critical reading means that a reader applies process, models, questions, and theories that result in enhanced clarity and comprehension. There is more involved, both in effort and understanding, in a critical reading in a more “skimming” of the text. What is the difference? If a reader “skims” the text, superficial characteristic and information are the reader gets. A critical reading gets at “deep structure”(if there is such a thing apart from the superficial text), that is logical consistency, tone, organization, and a number of the other very important sounding terms.

c. Reason For Reading

a. Reading for information

This gathering of information is necessary a basic understanding of what is being talked about. You are also perhaps new to the subject much of this information can be tabulated in not from so that you can see said by side, the differences and similarities. Be aware that this basic information will not necessary be called on again once you know this information.

Reading often only becomes easy during the process of absorbing information. The first reading is often the most difficult because of quantity of news information. If you set yourself question with which to give your reading, and keep them in mind so that you know way you are reading, you will find that the more reading you do, the easier it becomes.

b. Reading for Pleasure

Reading for pleasure is done without other people, but according to an individual reader's mood and taste. Reading for pleasure aims at giving the reader pleasure through an imaginative experience and center upon human can see such love, ambition, revenge, family live etc. its purposes is to enable and enrich the reader by deeming his emotion and live and sharpening is sensitivity to life's value. The purposes of reading in any language is to inform ourselves about something we are interested in, or to challenge our knowledge on certain matters in others words, to extend our experience of the word in which we live. While the states that the purpose of reading is to through that expected in the world.¹⁴ One of obvious answer to the question "why do read" wooding Keith Johnson is Yasmir, we read in order to obtain information which is presented in the written form, but by nature of the information so obtained requires more explicit definition he further explain by referential (factual), effective, or emotional.

- 1). Answer we can give to our we question of why we read is that why we read referential material in order to obtain factual information with

¹⁴ Abd.Rahman "Teaching Reading Comprehension Through Small Group Discussion at The Tenth Year Students of Welding Department of SMKN 2 Palopo (Thesis IAIN Palopo : 2015),p.16

operating on our environment, e, g a set of instruction or how to use a piece of equipment.

2). we read material as a way of developing our own intellectual skill, so that we can more effectively manipulate ideas, possibly which the aim of influencing the behavior of others of determining the outcome of a series of operation, e, g making proposal for project.

3). we read for emotional gratification or spiritual enlightenment, e.g. for pleasure or self environment.¹⁵

According Carol Gorman, there are ten reasons for reading:

1. Reading helps you become an interesting person.
2. Reading helps you learn how to write correctly.
3. Reading develops your imagination.
4. Reading entertains you.
5. Reading teaches you about things unfamiliar to you.
6. Reading takes you to place you never visited.
7. Reading takes you to times you never experience.
8. Reading introduces you to people you have never met.
9. Reding introduces to new ideas.
10. Reading is fun.¹⁶

These reasons for reading are essentially practical. That is to say, reading is carried out for purposes other than reading of language are self. Basically, the

¹⁵ Yasmir Jasmin, *Student Ability In Reading English Test*, (A Case study at Barbara English Course) (Makassar :Faculty of Letter UNHAS MKS, 2005), P.5

¹⁶ Carol Gorman ., *reason to read*. London : chances press.2002.p,56

purpose why someone reads is for pleasure, reference, or information. In most learning situation, the third reason (reading for information) our related either to the learners or his profession or job.

d. Types of Reading

There are several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

a). *Perceptive*, in keeping the set categories specified for listening comprehension, similar specification sure offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretch of discourse; letters, words, punctuation, and other grapheme symbols

b). *Selective*, this category is larger an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, of discourse features, of language within a very short stretch of language, certain typical are used: picture cued tasks, matching, true/false; multiple-choice, etc. stimuli include sentence, brief paragraphs, and simple charts and graphs.

c). *Interactive* include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must in a Psycholinguistic sense, interact with the text. That, is reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

d). *Extensive*, Extensive reading as discussed in this book applies to texts of more than of page, up to and including professional articles, essays, technical report, short stories and books.¹⁷

In fact, there are five types of reading that you can use in senior high school, and the good news is that you probably already use most of them in some form or another:

- a. Skimming and Scanning reading
- b. Narrative Reading
- c. Proof Reading
- d. Reading for Content
- e. Reading for meaning.

The type of reading there are:

1) Reading based on Level

- a). Beginning : it is major of physical actives. The ability to voicing the written symbols and get the meaning also get meaning of symbols is a party activities conducted.
- b). Inspectional: Inspectional reading is related on the time problem which is available to read. Readers only have time which relative shorten, while reader have to finish.
- c). Analytic : Analytic is reading complete, goodness and perfect performed within time is not limited to analyze about what we read.

¹⁷ H. Douglas Brown, *Language Assessment principle and Classroom Practice*, Longman: (San Fransisco State University : 2004),p. 185

d). synoptically: in synoptically reading, claims the reader to have a lot of time because in synoptically reading, the readers have to analyze more than one book.¹⁸

e. Some Difficulties in Reading

There are some difficulties for readers to understand the ideas. Harmer stated the problem of reading are:¹⁹

a. Language

The students get more difficulties to understand the text with the longer sentences than with shorter ones. However, they have great difficulties in understanding the text because find unfamiliar words which the text contains as a whole. For example students easier to understand reading text with the short sentences than reading text with long sentences, students liked to study about English especially in reading text, students hard to understood English text

b. Topic and Genre

The topic is not appropriate or not interesting for students. Besides, students are not unfamiliar with the genre or the topic to dealing with. They lack of engagement knowledge may be a major to successful in reading. For example students did not understand the main idea of the text.

¹⁸ Arul Efendi, *Meningkatkan Kemampuan membacacepatdengan speed reading di sekolahdasar*, [http: //Yasrulefendy. Blogspot.Wordpress](http://Yasrulefendy.Blogspot.Wordpress). Accessed on Juni, 13th2014

¹⁹William Grabe Fredricka L. Stoller, *Loc. Cit.*

c. Comprehension tasks

Comprehension task is a key feature in teaching receptive skills. Sometimes, the teacher is trying to encourage students to improve their receptive skills by giving task or text to accompany them far too easy or far too difficult. For example students understood every question of the test, students were difficult to find the information on the text,

d. Negative expectation

The students have low expectation of reading and they are not going to understand the passage in the book or on tape because they think to difficult in reading activity.

Many of the reading problems students encounter are related to the five components of reading (phonological and phonemic awareness, word decoding and phonics, fluency, vocabulary, and comprehension).

For some students, however, the problem may be the result of a combination of factors. Weakness in one or more of the five components and difficulty with some form of processing. For other students, there may be a secondary complicating problem, such as attention, memory, or the challenge of learning English as a second language. Some additional sources of reading difficulties are defined below. They include:

- Processing (auditory processing, phonological processing, and language processing)
- Memory
- Attention

- English language learning.²⁰

Richek et al. (1996) further state that some children have difficulties learning to read because they have not had early experiences that lead to an understanding of what reading is all about (a way of deriving meaning from a text). Gilger, Pennington and De Fries (1991) maintain that if a child is diagnosed with a reading difficulty, there is higher than normal probability that other family members will also have difficulties with reading. The home, social and cultural environments in which children grow can also influence their ability to read.

According to Paananen, et. al (2009) the home environment plays a role on pupils' reading ability. It can effect someone either positively or negatively. In the home environment, there are many factors which can cause someone to have reading difficulties. These include; mother tongue inference, lack of motivation, lack of text books and reading materials, parents' literacy levels, effects of poverty (e. g poor nutrition, lack of proper furniture for studies). For example students found difficult in read text, students did not understand the main idea of the text, students were difficult to answer the question on the text, students did not understand the meaning from the text, students could not conclude the content of the text, when the students did not understand few words they used information that they have known to guess the meaning.

²⁰ www.readingrockets.org

C. Conceptual of Reading Comprehension

a. Definition of Comprehension

Comprehension is the act of understanding the meaning of print or spoken language²¹. This, understanding is the main aspect in comprehension. Reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meaning of vocabulary words encountered in the texts, and learning how to abstract meaning from text²². It represents how well readers understand literal comprehension which concentrates on explicit meaning in the reading text.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metabolic controls are the content being read. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented²³.

Comprehension is an interactive process between the reader's background knowledge and the text²⁴. The schema theory basically suggests that

²¹ Wayan Rianingsi.2005. *Students' ability in comprehension recount text at the eighth grade students of SMPN 2 angkona*. (unpublished thesis.palopo: FKIP-UNCP)

²² Al-odwan 2002. *The effect of the directed reading thinking activity through cooperative learning on English secondary stage students reading comprehension in Jordan*. International journal of humanities and social science,140 www.ijhssnet.com/journals/.pdf. Accessed on 21th January 2017

²³ Tankersley, 2003.*treads of reading strategies for literacy development*. Alexandria, VA: Association for supervision and curriculum development. Accessed on 12th February 2017

²⁴ K.B.Lekota 2014. *Reading comprehension strategies: the use of prior knowledge as a cognitive strategy by grade 6 learners in a primary school in the lephalale area*. Unpublished thesis Limpopo. University of Limpopo.

knowledge is stored in the reader's memory, and this knowledge is released during the reading process, making the reader interact with the text effectively. This indicates that one's prior knowledge of the topic can give the reader the advantage of understanding the text.

b. Rules for Faster Reading Comprehension

Classified six rules for faster comprehension as in the following:

1. Read more

You will have to read much, much more than are you know in habit of reading. If you are a slow reader, you very likely do little more than go through the daily papers and a few light magazine. You read whatever you happen to have a few spare minutes; you have merely to pass time. Or perhaps you hardly ever read at all unless you absolutely have to.

2. Learn to read for main idea

Stop wasting time and effort and details. When you read an article, push through efficiently for a quick recognition of the main idea that the details support and illustrate; be more interested in the writer's basic thinking than in his minor points.

3. Challenge your comprehension

Fast readers are good readers. They are fast because they have learned to understand print quickly, and they understand quickly because they give

themselves constant practice in understanding. To his and the read challenging material; you must do the same.

4. Budget your time

Good readers always have a felling or going fast, for they have developing fast habits. Indeed, adults and college students who have trained themselves to read rapidly would find their original slow face uncomfortable and unpleasant.

5. Pace yourself

Keep to the rate you have set for yourself in page on hour. In this way, you will learn to devise personal tricks that will speed you up and that will at the same time, sharpen your comprehension skill but you must practice every day, or needy day. If wish to make high speed natural and automatic, if you wish to become efficient in rapid comprehension.

6. Develop habits of immediate concentration

The brightest persons in the class are not always the best student. If the work is too easy for them, they think of more interesting things, they daydream, they stop paying attention. This analogy explains why a slow reader picks up a book or magazine, goes through a few pages, and finding that attention is wondering, puts it down and turns to something else.²⁵

²⁵St. Daoliah Khalid, *the Ability of the second year students of SMP 3 Palopo in comprehending reading teks through picture*, (unpublished Thesis STAIN, Palopo, STAIN, 2015)

c. Level of Comprehension

Comprehension is mind's act, so comprehension is an active thinking process that not only depends on comprehension but also on the student's experience and knowledge background.

There is various level of comprehension higher level or comprehension would obviously include higher level of thinking. The same opinion they divide that comprehension into four levels skill and could be explained as follow:

a. Literal reading

Literal reading refers to the ideas and fact that directly stated on the printed pages. Literal reading is the skill of getting on the primary direct literal meaning of a word, ideas or sentence in context. The basic of literal comprehension are recognizing is fundamental to all reading skill at any levels because a reader must first understand what the author said before he can draw an inference or make an evaluation.

b. Interpretative reading

Interpretative reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly state. This level demands higher level of thinking ability because the question in the category of interpretation are concerned with answer that are not directly stated in the text but are suggested or implied. Stated that interpretation the readers read between the lines, make connections among individuals states ideas,

make inferences, draw conclusion, read between the lines to get inferences, or implied meaning from the text.²⁶

c. Critical reading

Critical reading is evaluating written material comparing the ideas this covered in the material with known standards and drawing conclusion about their accuracy, appropriateness and timeliness. Critical reading compares previous experience to element in the new material such as content style, expression, information, and ideas or values of the author.

In this level of reading skill, the reader must be an active reader questioning searching for facts, and suspending judgment until she has considered all of the material.

d. Creative reading

Creative reading involves going beyond the material presented by the author, creative reading requires thinking as they read just as critical reading does and it also requires the reader to use their imaginations. Critical reading, the reader tries to propose new or alternate solution to those by the writer.

Based that levels of reading are originally describe in diamond those are:

a) Independent reading level

In this highest level at which the students can read easily and in fluently without assistance, with few words recognition errors, and with word comprehension and recall.

b) the instructional reading comprehension

²⁶ Smith, Richard J. and Johnson D. Dale, (1980), *Teaching Children to Read. Second Edition*, USA: Addison-Prentice. Hall, Inc.

In this level students can do a satisfactory reading provided he or she receives preparations and supervision from the teacher. In this level, word recognition errors are not preventable, and comprehension and recall are satisfactory.

c) the frustratingly

The level which the students reading skill break down, fluency disappears, word recognizing errors are numerous, and comprehension is faulty, recall is sketchy and discomfort become independent.

d. Definition of Reading Comprehension

Klingner, Vaughn and Broadman (2007, 8) define reading comprehension as a complex process involving interaction of many components. Those components are readers, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types. Those components interact with one another in comprehending a printed text. When interference appears in those interactions, the readers find difficulties in their reading comprehension. In addition, Snow (2002, 11) defines reading comprehension in slightly different ways. Snow categorizes the component which is interacting and involving in reading comprehension into three components. Those components are the reader, the text and the activity. Snow includes the capacities, abilities, knowledge, and experiences of the readers as the part of the reader components. Snow explains the text as any printed and electronic text while for the activity Snow includes the purpose, processes, and results of any attitude in reading.

Reading comprehension is defined as the level of understanding of a passage or text. Reading at the rate of 200 to 220 words per minute is considered as a normal speed reading. For normal reading rates 75% is an acceptable level of comprehension. That means if a child can understand the meaning of at least 75% of the total text giving then it is regarded as acceptable limits for reading comprehension.

One of the goals reading comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understands the meaning of written or spoken language²⁷. Noah Webster defines comprehension is the act of or capacity for understanding²⁸. So the result of what we read is comprehension. A good reader will get comprehension when they read. To get comprehension we have to know some types of comprehension.

Effective reading comprehension is the culmination of music ring vocabulary, phonetic, fluency, and reading comprehension skills. Person having good comprehension skills is considered as active, reader, with an ability to interact with the words by understanding its complete meaning and the concepted behind it. Thus skills of the reading comprehension distinguish an active reader from a passive reader who just read the text without getting its meaning.

²⁷Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*,p12

²⁸Noah Webster, *Webster's 20th Century Dictionary of the English Language*, (US:William Collins Publisher,1980),p.374

Comprehension has some types, they are;²⁹

1. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in passage.
2. Inferential comprehension: reading in order to find information which is not explicitly stated in passage, using the reader's experience and inferring.
3. Critical/ evaluative comprehension; reading in order to compare information in a passage with the reader's own knowledge and value.
4. Appreciative comprehension; reading in order to gain an emotional or other kind of valued response from passage.

Reading comprehension is techniques for improving students' success in extracting useful knowledge from text mayor. As defined by *partnership reading*, Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.³⁰

While Bolton Smith defines types of comprehension in some points they are; literal comprehension, interpretation comprehension, critical comprehension, and application what we read.³¹ Based on two statements above we can make some points of types of comprehension.

²⁹Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*,p.3

³⁰http://wik.ed.uluc.edu/index.php/Reading_comprehension .accessed on 2 maret 2017

³¹ Balton Smith, Nila and Robinso, *Reading for a Instruction fot today's children edition*,(New York: Eaglewood Cliffs Prentice Hall Inc, 1980),p.12

They were; literal that has characteristic to get directly the meaning of text, interpersonal and interpretation has same characteristic that is to make conclusion about text using reader's knowledge. The third is critical comprehension. It has characteristic to evaluate about the accuracy of text. The last is appreciative and application which has the goals to get feeling after readers read.

Reading comprehension is a complex process in which the readers use his ability to find information, it means that the reader must be able to comprehend the meaning of printed words. Some definition of reading comprehension giving by some researchers is provided below:

- 1) Clara wong , states that reading comprehension is a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an activity two-way process in which the reader and the text interact either reader tests clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader
- 2) Eksay in amir states, "reading comprehension" in general is viewed in this research as the resulting from the four way interaction between readers, text, task, structured activity. The success of this interaction depends of the availability of quality of content and strategical schemata to new problem solving situations.
- 3) Simanjuntak, states that reading comprehension is not just reading with aloud voice but reading is established to understand the meaning of words, sentences, and paragraph as well as sense relationship among the ideas.

Whenever students just read loudly but cannot understand the content of the text it means that he fails in comprehending the passage.

We can also define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements: the reader who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is a part.

Reading comprehension skill increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake that tests control advancement through elementary, middle, and high school and that determine entrance to college are in large parts, a measure of reading comprehension skills.

Comprehension is powerful because that ability to construct meaning comes from the mind of the reader. Therefore, specific comprehension instruction modeling during read aloud and shared reading, targeted mini lessons, and varied opportunities for practice during small-group and independent reading is crucial to the development of strategy, effective readers.

However, students must understand that good readers use a variety of these strategies every time they read. Simply knowing the individual strategies is not enough, not is it enough to know them in isolation. Students must now when and how *to* collectively use these strategies.

Reading comprehension requires motivation, mental frameworks for holding ideas, concentrations and good study techniques. Good readers recognize and get meaning from word they see in print, and use their knowledge of the structure of the language to begin forming a mental nation of the topic.

In conclusion, reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text and the activity. Those aspects should interact well with each other. If there is an interference growing between them, there will be difficulties in reading.

e. Strategies of Reading Comprehension

Zimmerman and Hutchins provide comprehension strategies that can help students to read more quickly and effectively. Reading comprehension are varies. Those are; (a) activating or building background knowledge (b) using sensory images (c) questioning (d) Making predictions and inferences (e) Determining main ideas (f) Using fix-up, and (g) Synthesizing. All of those reading comprehension have different activities within. Several kinds of reading comprehension strategy:

a) Activating or building background knowledge.

This strategy enables learners to make a connection before, during, and after reading to obtain meaning. There are three types of connection in this strategy; a connection is text to self, text to text, and text to world. These activities also support readers to build a schema about what they are going to read. Before beginning of reading, readers should be able to know the idea which comes to

their mind. Then in during reading, the reader should share their background knowledge. In addition after reading, readers still have to share connection about the message and theme that was found in the text. In conclusion, this strategy enables learners to build schemas by using their own background knowledge about text which they read.

b) Using sensory images

Marzano states that sensory imaginary is an important part of our schemas. When we think about our sensory experiences, we are creating representation of those experiences in our memories”. However, sensory images have a strong role to build the images of what we are reading. This strategy enables learners to develop reading activity by sight, hearing, touch, taste and smell. All of those aspects are related in reading activities to make meaning when readers are reading a text. By applying those sensory images, students are hoped to be effective readers.

c) Questioning

Questioning is a kind of strategy that enables learners to make question in reading. This activity is done before, during, and after reading. In those certain activities, students should keep questioning about the text. In this part, students are required to be active readers. Questioning builds students’ curiosity in reading. Then, when they are curious about the text, they want to know more about text by keep reading a lot in the reading process. In addition, Questioning is the strategy that encourages the students, because when the students ask

questions, they begin to clarify their understanding and make meaning of what they comprehend.

Conclusion questioning is a strategy which actively involves learners in reading text by asking questions before, during, and after reading. At this case, the learners are not passive readers because they always keep questioning and attempt to find the answers about their questions.

d) Making predictions and inferences

This strategy enables learners to make prediction and inference about the text. Predictions can also involve readers' background knowledge. Readers used the print and illustration plus their prior knowledge and experience to interpret the text. This strategy is done before, during and after reading. For this reason, making prediction and inference before, during, and after reading are actively engaged readers in the meaning making-process. Hence, this strategy enables learner to predict what will happen next in the text they are reading. In addition, inference requires readers to construct a meaning that makes the text as a reflection of their experience.

e) Determining main ideas

This strategy enables learners to make a judgment about the text they are reading. The students should consider which ideas are most important and which one is less important. In this strategy, the students should determine the main idea. By determining the main idea, the students will ultimately comprehend the text. However, the importance of this strategy is to require students to obtain the main idea of a text. For this reason, students should be given an opportunity to

engage their strategy in determining main idea by giving them more reading practice.

f) Using fix-up

This strategy enables learners to monitor their comprehension and fixes when their comprehension is unexpectedly lost, and then how to choose and fix-up option when it is lost. At this strategy, monitoring comprehension must be continuous throughout the reading. Loss of comprehension can be solved by rereading, reading ahead, or pausing the reading in the first place. In this part, visualizing, posing questions, and predicting are ultimate activities that can make direct connections to the reading comprehension. However, as a strategic reader, they can monitor their own comprehension by applying all of those strategy when they loss of comprehension in reading.

g) Synthesizing

This strategy enables learner to use the strategy to evaluate what already read from the text. In addition, synthesizing requires a depth comprehension and learning. Hence, learners should develop all of the reading comprehension discussed in the book and then use them to make meaning. They must show the information found in various resources, interpret it, and put it back together into a well form. In conclusion, this strategy is a complex one, because students need to be more comprehensive in reading a text.

In conclusion, reading comprehension strategy is various and students can freely choose which one the strategy that fits to their needs of reading. Those reading comprehension strategy are helpful for the students to obtain their goals

of reading. As consequences, those strategies are aimed to help them in facing their reading problems and also to make them become good readers by applying one of the reading comprehension strategies above.

D. Narrative Text

a. Definition of Narrative Text

Anderson and Anderson explain that a narrative is a text that tells a story and, in doing so, entertains the audience.³² It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. According to Rebecca, a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors.³³ She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.

Aris Munand Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.³⁴ An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and entertain the readers.

³²Anderson. 2003. *Text type in English 2*. Macmillan education Australia PTY LTD. Accessed on 3th may 2017.

³³ J. L. Rebecca. 2003. *A critical handbook of children's literature*. Massachuset: Pearson education, Inc. accessed on 1th may 2017.

³⁴Aris Munand.2003. *narrative text: definition, purposes, generic structures and example of narrative text*.<http://duoulala.blogspot.co.id>. accessed on 1th may 2017.

Muhammad Rifai definition narrative text is (1) narrative text is an imaginative story to entertain people (2) Narrative text is a spoken or written account of connected events, a story (3) Narrative text is narrated part of a literary work, as distinct from dialogue (4) Narrative text is the practice or art or narration.³⁵

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

b. Generic Structure of Narrative Text

Derewianka states that the steps for constructing a narrative are:

1. Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
2. Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

³⁵Muhammad Rifai. 2015. *Narrative text: definition, generic structure, language features, and the example*. <http://sangpemimpinkehidupan.blogspot.co.id>. Accessed on 10th January 2017.

3. Resolution in a “satisfying” narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved although this is of course possible in certain types of narrative, which leave us wondering.

According to Aris Munand (2013) generic structures of narrative text:

- 1) Orientation: Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.
- 2) Complication: Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
- 3) Resolution: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.
- 4) Re-orientation/Code: This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

According to Gerot dan Wignell generic structure and language features of narrative text:

1) Social Function

To amuse, entertain and to deal with actual or vicarious experience in different ways, narratives deal with problematic event which lead to a crisis or turning point of some kinds which in turn finds a resolution.

2) Generic Structure

- a. Orientation : set the scene and introduces the participants

- b. Evaluation : a stepping back to evaluate the plight
- c. Complication : a crisis arises
- d. Resolution : the crisis is resolved, for better or for worst
- e. Reorientation : optional

3) Significant Lexical grammatical Features

- a. Focus on specific and usually individualized participant
- b. Use of material process, (and in this text, behavioral and verbal process)
- c. Use of Relational Process and Mental Process
- d. Use of temporal conjunction, and temporal circumstances
- e. Use of Past Tense

c. Types of Narrative Text

There are many types of narrative they can be imaginary factual or a combination of both. They may conclude: fairy stories, my stories, science fiction, Romance, horror stories, adventure stories, fables, myths and legend, historical narrative, ballads, slice of life personal experience.

Feature:

- 1) Character with define personalities/identities.
- 2) Dialogue often includes tense may change to the presents or the future.
- 3) Descriptive language to create images in the readers mind and enhance the story.

Tangherlini states that, narrative text has a core story that is usually only in the form of the author imagination or a real incident that was captured

d. Definition of story

Story is a account of past or imaginary event.³⁷ Story is the express who spread how something, event, incident or matter happen arrangement that narrated behavior, experience, and suffering of someone, example legend, short story.³⁸

When we use the story as material, these are things that need to be addressed and considered by the teacher in learning activities are a follows:

1. If the story in meant to achieve certain learning goals, teacher should choose a story with repetition vocabulary n sentence pattern that the learning objective³⁹
2. Stories for children should be oriental on the things that interest children, such as talking, about animals, about the people who loved or about the activities of children.
3. Fill in the student understood the story the plot is not to complicated and not very long story. Therefore the story should be adapted premises age and level of students' language abilities.
4. The teacher can read the story by using teaching aids in the from of puppets, pictures, tape recording, or books.
5. The story should be combined or flows-up with other activities, such us crossword puzzles, quizzes, singing, playing a role.
6. Keyword, characters, and he focus of the story should be introduced first so that students more easily understand the content of the story.

³⁷ Martin H Manser, *Oxford Learners Pocket Dictionary*, (New Edition, Oxford University Press, 1991) p. 134

³⁸ *Ibid*, p. 215

³⁹ Kasihani, *English for you learners* (Jakarta.: PT Bumi Aksara. 2007), p. 126-131

7. Account of event, real or imagined.
8. Floor and level in building.
9. Journalism or any descriptive article of newspaper.
10. Story is telling of happening, connected series of happening whether true or fiction.
11. Narratives is the broadest sense: anything told or recounted in the form of story account.
12. Spring board story is a story that arises in opposition to another. It aims at undermining the original story.

e. Kinds of story

a. Fairy Tale

Fairy tale is an English language term for a type of short narrative corresponding to the French phrase *conte fée* the German term *märchen*, the Italian *fiaba* the Polish *baśnia* or the Swedish *saga*. Only a small number of the stories thus designated explicitly refer to fairies.

b. Nonsense

Nonsense is a verbal communication or written text that spoken or written in a human language or other symbolic system but lacks any coherent meaning.

c. Short story

Short story can usually be read in one sitting information offered in the story is relevant to the tale being told. This is unlike a novel where the story can diverge from the main plot, usually tries to leave behind a single impression or

effect. Usually, though not always build around one characters, place, idea, or act. Because the concise, writers depend on the reader bringing personal experience and prior knowledge to the story.⁴⁰

⁴⁰ Asdiani the use of story book in improving students' reading comprehensions at fifth grade in SDN 442 Kambo, (palopo :2010).

CHAPTER III

RESEARCH METHOD

A. Method of the Research

In this research, the researcher applied quantitative descriptive method. It is used to find out the students' difficulties in reading comprehension on narrative text.

B. Population and Sample

1. Population

The population of this research was all of the second grade students of SMPN 3 Mappedeceng at academic year 2017. They consist of 58 students. 29 from class A and 29 from class B

2. Sample

In this research, the writer used purposive sampling. Selection of the sample is very important step in conducting a research study. Sample is a part of population which will be analyzed. Sample must be representative as one is to be able to generalize with confidence from the sample to population. According to Arikunto (2006:109), a sample must be representative to a population.

Knowing that population is huge in number, therefore, for this research the writer took only one class that is class VIII B because the students have difficulty in reading and still low than students class VIII A, it means there are 29 students.

C. Instrument of the Research

The researcher used some instrument to collect all information and data as long as the research is held. The instrument are:

1. Reading test

The test was aimed at finding out reading story on narrative text, and students answer some question about that story.

2. Questionnaire

Questionnaire was intended to find out the students' difficulties in reading comprehension. In this case the researcher use five alternative choices as follows:

- a. Strongly agree
- b. Agree
- c. Less agree
- d. Disagree
- e. Strongly disagree

D. Procedure of Collecting Data

The first researcher was given reading test and test in narrative text about story with the title is the smartest animal and story of rabbit and bear, there are ten question from the test. Students read the story and then students answer the question. When the students finished to answer the question, the students answer the questionnaire and there are twelve questionnaire.

E. Technique of Data Analysis

1. The data of this research is analyzed as follows:

The collecting data evaluation from reading test, the researcher was given same questions about story and then students read the text and answer that question, the researcher was investigated the answer from the students

- a. Scoring the student's correct answer by using the following formula:

$$\text{Score} = \frac{\text{Value of student's correct answer}}{\text{Total item}} \times 100$$

The contribution the students score.⁴¹

No	Level	Classification
1	95-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	36-55	Poor
7	0-35	Very Poor

⁴¹ Heaton in Herman, Pammula. 2010, *Improving The Student' Writing Skill Through Controlled to-Free Aproach at SMAN 1 Barru*. Unpublished Thesis. Makassar: FKIP UNM

b. Calculating

$$\Sigma X$$

$$M = \frac{\Sigma X}{N}$$

$$N$$

Where

M = mean score

ΣX = total of raw score

N = total number of respondents

2. Scoring data (questionnaire)

To calculate the result of the questionnaire, the researcher used Likert scale, each respondent was asked individually to respond a series of statements by indicating whether or not he or she strongly agree, agree, less agree, disagree and strongly disagree, about the statements given. Each response has its own grade in the following.⁴²

Series of statement	Score	
	Positive	Negative
a. Strongly agree	5	1
b. Agree	4	2
c. Strongly disagree	1	5

⁴² Nisda, *Factor Influenced Toward the Students' Difficulties in Writing Descriptive Text of SMPN 8 Palopo* Skripsi Sarjana pendidikan (Palopo: perpustakaan IAIN Palopo, 2016) p.46

d. Less agree	3	3
e. Disagree	2	4

Analyzing the data and questionnaire by using percentage, it was counting the rata percentage of the students' score by using the formula⁴³.

$$P = \frac{F}{N} \times 100\%$$

Where:

P = The Percentage

F = Frequency

N = Sample

⁴³ Amirul Hadi dan Haryono, Statistik Pendidikan , (Jakarta: Rineka Cipta, 1999), p. 196.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with finding and discussion about the result of the research which has been explained based on the research question

A. Findings

The finding about the students' difficulties in reading comprehension on narrative text at the second grade of SMPN 3 Mappedeceng. To collect the data, the researcher used the quantitative analysis, it was used scores of respondent. These data described of students' difficulties in reading comprehension on narrative on the second grade students of SMPN 3 Mappedeceng. The scores of respondents for reading test can be explained separately as follow:

- a. The scoring classification of the students in reading comprehension test.

Table 1.

The students' score

RESPONDENTS'	Students' Answer	
	Right	Wrong
R 1	1	9
R 2	2	8
R 3	3	7
R 4	3	7
R 5	3	7

R 6	2	8
R 7	2	8
R 8	4	6
R 9	2	8
R 10	0	10
R 11	3	7
R 12	2	8
R 13	3	7
R 14	0	10
R 15	4	6
R 16	3	7
R 17	1	9
R 18	1	9
R 19	2	8
R 20	2	8
R 21	3	7
R 22	5	5
R 23	2	8
R 24	0	10
R 25	4	6

R 26	2	8
R 27	1	8
R 28	2	8
R 29	1	9

Table 2

The students' score classification

Respondents'	score	classification
R1	10	Very poor
R2	20	Very poor
R3	30	Very poor
R4	30	Very poor
R5	30	Very poor
R6	20	Very poor
R7	20	Very poor
R8	40	Poor
R9	20	Very poor
R10	0	Very poor
R11	30	Very poor
R12	20	Very poor

R13	30	Very poor
R14	0	Very poor
R15	40	Poor
R16	30	Very poor
R17	10	Very poor
R18	10	Very poor
R19	20	Very poor
R20	20	Very poor
R21	30	Very poor
R22	50	Poor
R23	20	Very poor
R24	0	Very poor
R25	40	Poor
R26	20	Very poor
R27	10	Very poor
R28	20	Very poor
R29	10	Very poor

To analyze the data the writer classified and grouped it based on the classification and the measurement has been determined.

Table 3

The classification of the students' score and frequency

Qualification	Score	Frequency
Excellent	96 – 100	-
Very Good	86 – 95	-
Good	76 – 85	-
Fairly Good	66 – 75	-
Fair	56 – 65	-
Poor	36 – 55	4
Very poor	0 – 35	25

Table 3 shows that four students gets poor score, twenty five students gets very poor score.

Table 4**The percentage of students' score**

Qualification	Students	Percentage
Excellent	-	
Very Good	-	
Good	-	
Fairly Good	-	
Fair	-	-
Poor	4	14%
Very Poor	25	86%
Total	29	100%

Table 4 shows that there were found 4 students (14%) got very poor category, 25 students(86%) got poor category.

To find out the mean score of the students' score, let us look at table 5

Table 5

The worksheet of students' score

Score (X)	Students (X)	FX
10	1	10
20	1	20
30	1	30
30	1	30
30	1	30
20	1	20
20	1	20
40	1	40
20	1	20
0	1	0
30	1	30
20	1	20
30	1	30
0	1	0
40	1	40
30	1	30

10	1	10
10	1	10
20	1	20
20	1	20
30	1	30
50	1	50
20	1	20
0	1	0
40	1	40
20	1	20
10	1	10
20	1	20
10	1	10
Total	29	630

The mean score of the students is:

$$X = \frac{\sum X}{N}$$

$$= \frac{630}{29}$$

$$= 22$$

This mean score of the students' is 22 or very poor. The finding presented in this chapter is two parts. They are the findings about the students' ability in

reading comprehension and students' difficulties in reading comprehension on narrative text at the second grade of SMPN 3 Mappedeceng.

- b. Difficulties faced by the students based on questionnaire

Tables 6 Questionnaire 1

Students liked to study about English especially in reading text.

Classification	Frequency	Percentage
Strongly Agree	9	31%
Agree	15	52%
Less Agree	5	17%
Disagree	-	-
Strongly Disagree	-	-
Total	29	100%

Based on the statement above, from the 29 students, 9 students (31%)

chose strongly agree, 15 students (52%) chose agree, 5 students (17%) chose less agree and none student chose disagree and strongly agree. The researcher assumed that the students' dominant like read text.

Table 7 Questionnaire 2

Students found difficult in read text.

Classification	Frequency	Percentage
Strongly Agree	5	17%
Agree	15	52%
Less Agree		
Disagree	8	28%
Strongly Disagree	1	3%
Total	29	100%

Based on the statement above, from the 29 students, 5 students (17%)

chose strongly agree, 15 students (52%) chose agree, no students chose less agree and 8 students (28%) chose disagree and one student (3%) chose strongly disagree. The researcher assumed that the student found difficult in read text.

Table 8 Questionnaire 3

Students did not understand the main idea of the text

Classification	Frequency	Percentage
Strongly Agree	1	3%
Agree	15	52% %
Less Agree	5	17%
Disagree	6	21%
Strongly Disagree	2	7%

Total	29	100%
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Based on the statement above, from the 29 students, 1 student (3%) chose strongly agree, 15 students (52%) chose agree, 5 students (17%) chose less agree 6 students (21%) chose disagree and 2 students (7%) chose strongly disagree. The researcher assumed that the most of the student cannot understand main idea of the text .

Table 9 Questionnaire 4

Students more easier to understand reading text with the short sentences than reading text with the long sentences.

Classification	Frequency	Percentage
Strongly Agree	4	14%
Agree	15	52%
Less Agree	4	14%
Disagree	5	17%
Strongly Disagree	1	3%
Total	29	100%

Based on the statement above, from the 29 students, 4 students (14%) chose strongly agree, 15 students (52%) chose agree, 4 students (14%) chose less agree and 5 students (17%) chose disagree and one student (3%) chose strongly disagree. The researcher assumed almost that the students more easily understand text reading with short sentences than text reading with long sentences.

Table 10 Questionnaire 5

Students understood the main idea of the text.

Classification	Frequency	Percentage
Strongly Agree	7	24%
Agree	0	
Less Agree	3	11%
Disagree	19	65%
Strongly Disagree	-	-
Total	29	100%

Based on the statement above, from the 29 students, 7 students (24%) chose strongly agree, no students chose agree, 3 students (11%) chose less agree and 19 students (65%) chose disagree and none student chose strongly disagree. The researcher assumed most of the students understand the main idea of the text.

Table 11 Questionnaire 6

Students understood every question of the text.

Classification	Frequency	Percentage
Strongly Agree	3	11%
Agree	7	24%
Less Agree	15	51%
Disagree	3	11%
Strongly Disagree	1	3%

Total	29	100%
--------------	-----------	-------------

Based on the statement above, from the 29 students, 3 students (11%) chose strongly agree, 7 students (24%) chose agree, 15 students (51%) chose less agree and 3 students (11%) chose disagree and 1 student (3%) chose strongly disagree. The researcher assumed that the students cannot understand every question on the text.

Table 12 Questionnaire 7

Students were difficult to find the information on the text.

Classification	Frequency	Percentage
Strongly Agree	4	14%
Agree	20	69%
Less Agree	5	17%
Disagree		
Strongly Disagree		
Total	29	100%

Based on the statement above, from the 29 students, 4 students (14%) chose strongly agree, 20 students (69%) chose agree, 5 students (17%) chose less agree and none students chose disagree and none student chose strongly disagree. In their statement many students chose agree. The researcher assumed that the students difficult to find the information on the text.

Table 13 Questionnaire 8

Students were difficult to answer the question on the text.

Classification	Frequency	Percentage
Strongly Agree	2	7%
Agree	16	55%
Less Agree	7	24%
Disagree	4	14%
Strongly Disagree		
Total	29	100%

Based on the statement above, from the 29 students, 2 students (7%) chose strongly agree, 16 students (55%) chose agree, 7 students (24%) chose less agree and 4 students (14%) chose disagree and none student chose strongly disagree. The researcher assumed that the students almost have difficult to answer question.

Table 14 Questionnaire 9

Students did not understand the meaning from the text

Classification	Frequency	Percentage
Strongly Agree	3	11%
Agree	16	55%
Less Agree	3	10%

Disagree	4	14%
Strongly Disagree	3	10%
Total	29	100%

Based on the statement above, from the 29 students, 3 students (11%) chose strongly agree, 16 students (55%) chose agree, 3 students (10%) chose less agree and 4 students (14%) chose disagree and 3 student (10%) chose strongly disagree. The researcher assumed that the students cannot understand the meaning on the text.

Table 15 Questionnaire 10

Students could not conclude the content of the text.

Classification	Frequency	Percentage
Strongly Agree	3	10%
Agree	23	79%
Less Agree		
Disagree	1	4%
Strongly Disagree	2	7%
Total	29	100%

Based on the statement above, from the 29 students, 3 students (10%) chose strongly agree, 23 students (79%) chose agree, none students chose less agree and 1 students (4%) chose disagree and 2 student (7%) chose strongly disagree. The researcher assumed that students can't conclude the text.

Table 16 Questionnaire 11

When students did not understand few words they used that they have known to guess meaning.

Classification	Frequency	Percentage
Strongly Agree	7	24%
Agree	14	48%
Less Agree	3	10%
Disagree	4	14%
Strongly Disagree	1	4%
Total	29	100%

Based on the statement above, from the 29 students, 7 students (24%) chose strongly agree, 14 students (48%) chose agree, 3 students (10%) chose less agree and 4 students (14%) chose disagree and 1 student (4%) chose strongly disagree. The researcher assumed that students use their information to guess its meaning.

Table 17 Questionnaire 12

Students hard to understood English text.

Classification	Frequency	Percentage
Strongly Agree	2	7%
Agree	23	79%

Less Agree		
Disagree	4	14%
Strongly Disagree		
Total	29	100%

Based on the statement above, from the 29 students, 2 students (7%) chose strongly agree, 23 students (79%) chose agree, none student chose less agree and 4 students (14%) chose disagree and none student chose strongly disagree. The researcher assumed that students hard to understand because their experience is lack.

B. Discussion

a. The result of students' difficulties in answering question:

The first question where did the story happen? To find the information about location of the story happen and the second question is when does the farmer plow his field? The students find out the time, the third question is how many characters are there in the story? It means that the students find out total characters, and the fourth question what is the main idea of the last paragraph? The students to find out the main idea, the fifth question the tiger was surprised to see big animal **LISTENING** to a small animal (paragraph 2 line 2) the underlined word mean to find out the meaning of the listening, the sixth question is what can we learn from the story? The students make a conclusion, the seventh question what do you think about the bear? To know the bears' character, the eight question is who gave the meat to the rabbit? The students know who is gave meat

to the rabbit, the nine question he consented and went with the bear and about enough buffalo to satisfy the hungry family. The underlined word is closet in meaning with, The students find out the meaning about satisfy, and the last question what can we learn from the story? The students make a conclusion from the story

b. The students' difficulties in reading comprehension on narrative text at SMPN 3 Mapedeceng.

The result of data analysis based on the students' test reading showed that, there are 4 students (14%) get poor score, and 24 students (86%) gets very poor score. The researcher concludes that most of the students have difficult to understand of reading text until they are cannot answer the question from the story. And the test also proved from the students mean score is 22 or very poor achievement in reading story.

Based on the questionnaire there are some difficulties faced by the students, such as students find difficult to read English text, students did not understand the main idea of the text, difficult to read text with long sentences, do not understand every question of the text, difficult to find the information on the text, do not understand the meaning on the text, cannot conclude the text, and students hard to understand English text. The most difficulties faced by the students at SMPN 3 Mappedeceng is students cannot conclude the text and students hard to understand English text.

The difficulties of students can be seen in table 7 until table 17 that there was 15 (52%) agree that the students found difficult in read text, table 8 there were 15 (52%) agree that the students did not understand the main idea of the text, table 9 there were 15 (52%) agree that the students more easier to understand reading text with the short sentences than reading text with the long sentences, table 10 there were 19 (65%) students disagree in understood the main idea of the text, table 11 there were 15 (51%) students less agree that they understood every question of the text, table 12 there were 20 (69%) students agree with the questionnaire students were difficult to find the information on the text, table 13 there were 16 (55%) students choose agree with the questionnaire students were difficult to answer the question on the text, table 14 there were 16 (55%) students choose agree with the questionnaire students did not understand the meaning from the text, table 15 there were 23 (79%) students choose agree with the questionnaire students could not conclude the content of the text, table 16 there were 14(48%%) students choose agree with the questionnaire when students did not understand few word they used information that they have known to guess the meaning, table 17 there were 23 (79%) students choose agree with the questionnaire students hard to understood English text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter deals with conclusion of the research and suggestion based on the data analysis.

A. *Conclusions*

After conducting the research, it can be concluded that the students' ability in reading comprehension at SMPN 3 Mappedeceng is very poor. From the questionnaire, the researcher finally found there are some difficulties faced by the students, like students find difficult in read English text, students didn't understand the main idea of the text, difficult read text with long sentences, don't understand every question of the text, difficult to find the information on the text, don't understand the meaning of the text, cannot conclude the text, and students hard to understand English.

B. *Suggestions*

After finding the result of the reading test, the researcher offer some suggestions to the students, teacher, and researcher.

1. The students should read a lot, in order to improve their knowledge and to get more ideas additional vocabulary and more memorize.
2. The teacher should give more reading exercise on narrative text to the students in order that they can practice and improve their reading comprehension.
3. The researcher especially research about reading comprehension and to find out the students' difficulties in reading comprehension on narrative text.

So, the next researcher should support students and choose the most appropriate teaching method based on his students difficulties.